



# State of New Jersey

2014-15

03-3550-060

## OVERVIEW

BERGEN

NEW MILFORD BORO

GRADE SPAN KG-05

BERKLEY STREET ELEMENTARY SCHOOL

812 BERKLEY STREET

NEW MILFORD, NJ 07646

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

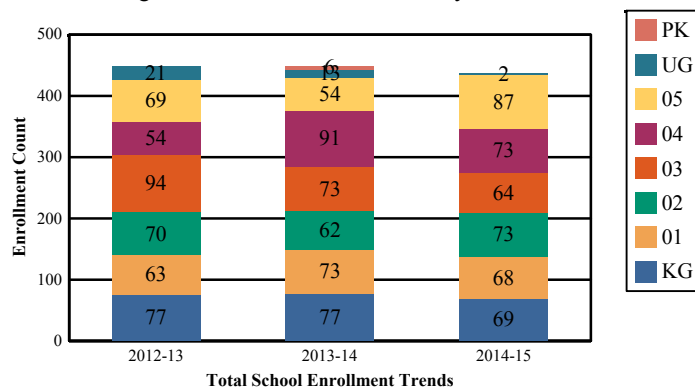
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

## DEMOGRAPHIC INFORMATION

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### Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

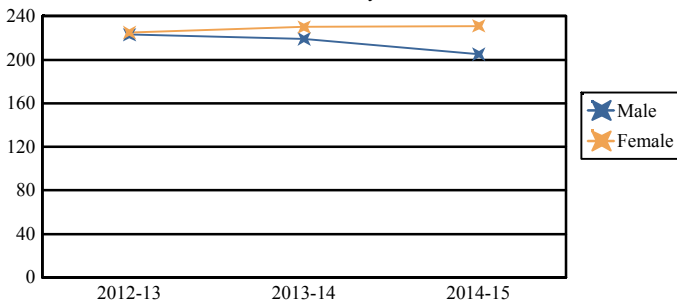


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	448
2013-14	449
2014-15	436

### Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.

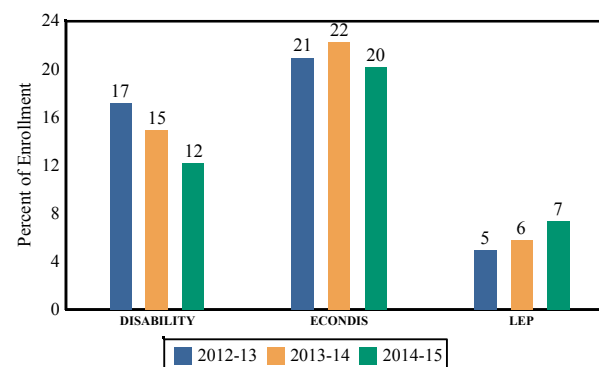


	Male	Female
2012-13	223	225
2013-14	219	230
2014-15	205	231

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### Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

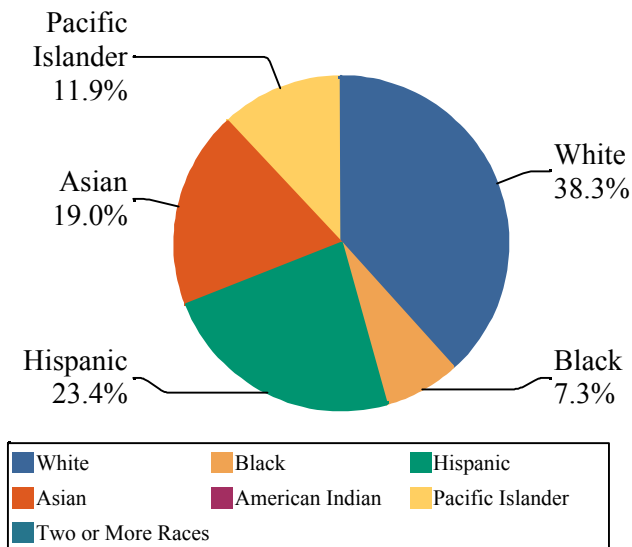


Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	53	12%
Economically Disadvantaged Students	88	20.2%
English Language Learners	32	7.3%

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### Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	71.1%
Spanish	8.2%
Pilipino	2.7%
Malayalam	2.5%
Korean	1.8%
Tagalog	1.6%
Other	12.1%

### ACADEMIC ACHIEVEMENT

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	64%	75	71
Math Met or Exceeded Expectation	49%		

### ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	217	64%	95%	98.7%	YES
White	84	64.2%	95%	100%	YES
African American	-	-	--	--	--
Hispanic	46	41.3%	95%	98%	YES
American Indian	-	-	--	--	--
Asian	69	82.6%	95%	97.3%	YES
Two or More Races	-	-	--	--	--
Students with Disability	43	37.2%	95%	97.7%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	44	45.5%	95%	97.9%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	218	48.6%	95%	98.7%	YES
White	84	38.1%	95%	100%	YES
African American	-	-	--	--	--
Hispanic	47	36.1%	95%	98%	YES
American Indian	-	-	--	--	--
Asian	69	75.3%	95%	97.4%	YES
Two or More Races	-	-	--	--	--
Students with Disability	43	23.3%	95%	97.7%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	45	40%	95%	98%	YES

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

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**PARCC ELA Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	60	746	744	8%	20%	25%	45%	2%	47%	44%
White	23	742	753	9%	17%	35%	39%	0%	39%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	13	730	727	23%	15%	38%	23%	0%	23%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	18	760	769	0%	17%	11%	67%	6%	72%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	14	717	718	29%	36%	14%	21%	0%	21%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	13	735	724	15%	23%	31%	31%	0%	31%	24%

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**PARCC ELA Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	72	763	751	3%	8%	21%	47%	21%	68%	52%
White	30	760	758	7%	10%	13%	57%	13%	70%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	14	746	737	0%	14%	43%	36%	7%	43%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	21	783	773	0%	0%	10%	48%	43%	90%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	17	743	725	12%	24%	12%	47%	6%	53%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	13	755	734	8%	8%	38%	23%	23%	46%	31%

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**PARCC ELA Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	85	767	751	0%	7%	20%	56%	16%	73%	53%
White	31	761	757	0%	10%	13%	71%	6%	77%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	19	759	737	0%	11%	37%	42%	11%	53%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	30	781	771	0%	0%	17%	50%	33%	83%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	12	741	723	0%	17%	50%	17%	17%	33%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	18	754	734	0%	17%	28%	50%	6%	56%	31%



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**PARCC MATH - Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	60	749	746	7%	12%	32%	40%	10%	50%	46%
White	23	745	752	0%	17%	43%	35%	4%	39%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	13	735	733	23%	15%	23%	38%	0%	38%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	18	768	772	0%	0%	22%	56%	22%	78%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	14	719	727	21%	36%	29%	14%	0%	14%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	13	740	730	8%	31%	15%	46%	0%	46%	26%

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**PARCC MATH - Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	73	746	744	3%	22%	37%	30%	8%	38%	42%
White	30	742	749	3%	20%	50%	20%	7%	27%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	15	732	732	7%	27%	40%	20%	7%	27%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	21	767	769	0%	5%	24%	57%	14%	71%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	17	732	724	6%	53%	18%	12%	12%	24%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	14	735	730	7%	36%	21%	36%	0%	36%	23%

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**PARCC MATH - Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	85	755	744	0%	11%	33%	46%	11%	56%	42%
White	31	752	749	0%	16%	35%	45%	3%	48%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	19	741	733	0%	21%	37%	42%	0%	42%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	30	772	768	0%	0%	23%	50%	27%	77%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	12	734	724	0%	50%	17%	17%	17%	33%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	18	743	731	0%	33%	28%	33%	6%	39%	23%

### 2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>  
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>  
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>  
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

#### Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

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**NJASK Results - Science Grade Level - 04**

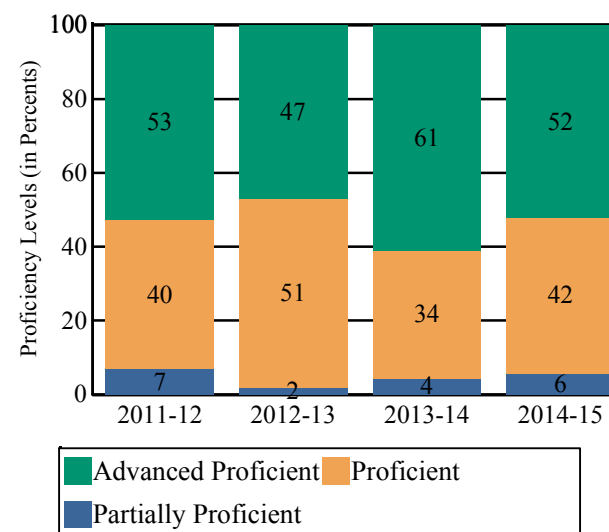
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	52%	42%	6%
White	54%	43%	4%
African American	-	-	-
Hispanic	38%	54%	8%
American Indian	-	-	-
Asian	64%	32%	5%
Two or More Races	-	-	-
Students with Disability	43%	36%	21%
English Language Learners	-	-	-
Economically Disadvantaged Students	46%	46%	8%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**NJASK Proficiency Trends - Science - Grade Level - 04**

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



**COLLEGE AND CAREER READINESS**

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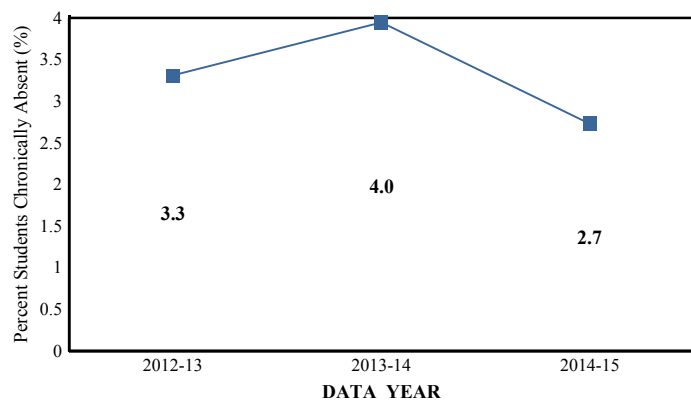
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

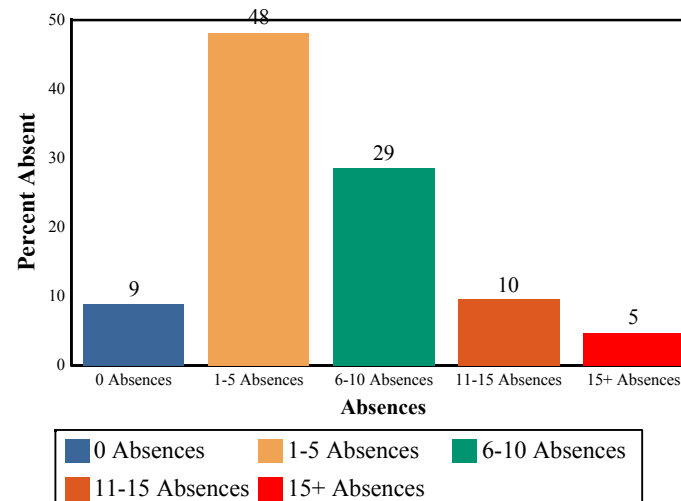


**Chronic Absenteeism for 2014-15**

**2.73%**

**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



### STUDENT GROWTH

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	67	97	92	35	YES
Student Growth on Math	58	74	68	35	YES
		86	80		100%

### Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

#### Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	1%	0%
Partially Met	3%	3%	1%
Approached	10%	7%	5%
Met	5%	18%	29%
Exceeded	0%	1%	16%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	11%	3%	1%
Approached	12%	14%	8%
Met	7%	9%	24%
Exceeded	0%	0%	8%

**Low Growth** is defined as an **Student Growth Percentile** score less than 35.

**Typical Growth** is defined as an **Student Growth Percentile** score between 35 and 65.

**High Growth** is defined as a **Student Growth Percentile** score higher than 65.

#### WITHIN SCHOOL ACHIEVEMENT GAP

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

#### Grade Level - 03

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	816	850
75th	769	770
50th	749	743
25th	725	715
0th	681	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	55

#### Grade Level - 03

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	808	850
75th	770	767
50th	756	745
25th	733	722
0th	674	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	45



### WITHIN SCHOOL ACHIEVEMENT GAP

BERGEN

NEW MILFORD BORO

GRADE SPAN KG-05

BERKLEY STREET ELEMENTARY SCHOOL

812 BERKLEY STREET

NEW MILFORD, NJ 07646

#### Grade Level - 04

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	831	850
75th	784	773
50th	761	750
25th	742	728
0th	689	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	45

#### Grade Level - 05

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	824	850
75th	784	773
50th	765	751
25th	745	728
0th	713	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	45

#### Grade Level - 04

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	819	850
75th	757	764
50th	743	742
25th	726	721
0th	678	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	43

#### Grade Level - 05

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	809	850
75th	773	763
50th	751	743
25th	735	723
0th	703	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	40

**SCHOOL CLIMATE**  
**BERGEN**  
**NEW MILFORD BORO**

**State of New Jersey**  
**2014-15**

**GRADE SPAN KG-05**

**03-3550-060**  
**BERKLEY STREET ELEMENTARY SCHOOL**  
**812 BERKLEY STREET**  
**NEW MILFORD, NJ 07646**

**Length of School Day**

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
<b>2014-15</b>	6 Hrs. 45 Mins.

**Student Suspension Rate**

This table presents the percentage of students who were suspended one or more times during the school year.

	School
<b>2014-15</b>	0.2%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

<b>2014-15</b>	School
<b>Full Time</b>	5 Hrs. 50 Mins.
<b>Shared Time</b>	0 Hrs. 0 Mins.

**Student Expulsions**

This table presents the number of students who were expelled from the school and district during the school year.

	School
<b>2014-15</b>	0

**Student to Staff Ratio**

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

<b>2014-15</b>	School
<b>Faculty</b>	14
<b>Administrators</b>	436

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	FAIR LAWN BORO	LYNCREST ELEMENTARY SCHOOL	03-1450-100	KG-05	16.6%	3.1%	13.1%
BERGEN	HASBROUCK HEIGHTS BORO	EUCLID ELEMENTARY SCHOOL	03-2080-060	PK-05	15%	2.1%	12.1%
BERGEN	HASBROUCK HEIGHTS BORO	LINCOLN ELEMENTARY SCHOOL	03-2080-080	PK-05	16.8%	2.7%	15.3%
BERGEN	NEW MILFORD BORO	BERKLEY STREET ELEMENTARY SCHOOL	03-3550-060	KG-05	20.2%	7.3%	12.2%
CAMDEN	AUDUBON BORO	MANSION AVENUE SCHOOL	07-0150-050	03-06	25.7%	1.6%	26.5%
CAMDEN	HADDON TWP	STRAWBRIDGE ELEMENTARY SCHOOL	07-1890-090	KG-05	12.2%	0.5%	10.3%
ESSEX	SOUTH ORANGE-MAPLEWOOD	JEFFERSON ELEMENTARY SCHOOL	13-4900-090	03-05	13.9%	0%	13.3%
GLOUCESTER	MANTUA TWP	J. MASON TOMLIN ELEMENTARY SCHOOL	15-2990-040	04-06	18.7%	0.2%	20.1%
GLOUCESTER	WASHINGTON TWP	BELLS ELEMENTARY SCHOOL	15-5500-025	01-05	21.7%	1.2%	22.5%
HUNTERDON	HIGH BRIDGE BORO	HIGH BRIDGE ELEMENTARY SCHOOL	19-2140-060	PK-04	14.9%	0.4%	14.2%
MERCER	HAMILTON TWP	MORGAN ELEMENTARY SCHOOL	21-1950-220	PK-05	19.5%	0.9%	21.2%
MIDDLESEX	EAST BRUNSWICK TWP	LAWRENCE BROOK ELEMENTARY SCHOOL	23-1170-100	KG-05	21.3%	8%	13.8%
MIDDLESEX	EDISON TWP	JAMES MADISON INTERMEDIATE SCHOOL	23-1290-090	03-05	11.8%	4%	5.6%
MIDDLESEX	OLD BRIDGE TWP	WILLIAM A. MILLER ELEMENTARY SCHOOL	23-3845-170	KG-05	20.7%	8.5%	10.6%
MIDDLESEX	WOODBRIIDGE TWP	INDIANA AVENUE ELEMENTARY SCHOOL	23-5850-160	KG-05	22.8%	12.5%	10%
MIDDLESEX	WOODBRIIDGE TWP	LYNN CREST ELEMENTARY SCHOOL	23-5850-210	PK-05	25.3%	0.8%	27.6%
MONMOUTH	FREEHOLD TWP	JOSEPH J CATENA SCHOOL	25-1660-020	KG-05	10.9%	0%	10.7%
MONMOUTH	HAZLET TWP	BEERS STREET SCHOOL	25-2105-060	05-06	17.3%	1.9%	16.5%
MONMOUTH	HOWELL TWP	RAMTOWN ELEMENTARY SCHOOL	25-2290-035	KG-05	20.6%	0%	21.6%
MONMOUTH	MANALAPAN-ENGLISHTOWN REG	TAYLOR MILLS SCHOOL	25-2920-090	KG-05	16.3%	0.7%	16.7%
MONMOUTH	MIDDLETOWN TWP	BAYVIEW ELEMENTARY SCHOOL	25-3160-060	KG-05	20.3%	0.5%	22%



**State of New Jersey  
2014-15**

**03-3550-060**

**SCHOOL PEER GROUP**

**BERGEN**

**NEW MILFORD BORO**

**BERKLEY STREET ELEMENTARY SCHOOL**

**812 BERKLEY STREET**

**NEW MILFORD, NJ 07646**

**GRADE SPAN    KG-05**

MONMOUTH	WEST LONG BRANCH BORO	BETTY MCELMON ELEMENTARY	25-5640-080	PK-03	14.1%	2.1%	11.1%
MORRIS	PARSIPPANY-TROY HILLS TWP	ROCKAWAY MEADOW ELEMENTARY SCHOOL	27-3950-107	KG-05	22%	6.8%	14.8%
MORRIS	ROXBURY TWP	FRANKLIN ELEMENTARY SCHOOL DISTRICT	27-4560-060	KG-04	18.8%	6.1%	11.5%
OCEAN	POINT PLEASANT BORO	NELLIE F. BENNETT ELEMENTARY SCHOOL	29-4210-055	PK-05	14.6%	2.2%	11.6%
OCEAN	POINT PLEASANT BORO	OCEAN ROAD ELEMENTARY SCHOOL	29-4210-060	PK-05	18.4%	5.3%	13.3%
PASSAIC	CLIFTON CITY	SCHOOL #16	31-0900-210	KG-05	27.4%	0.8%	31.1%
PASSAIC	LITTLE FALLS TWP	LITTLE FALLS TOWNSHIP PUBLIC SCHOOL # 3	31-2700-070	03-04	19.5%	1.7%	18.4%
SOMERSET	FRANKLIN TWP	FRANKLIN PARK SCHOOL	35-1610-080	PK-04	18.9%	5.1%	13.6%
UNION	LINDEN CITY	NUMBER 10	39-2660-170	PK-05	21.4%	11.8%	8.6%
WARREN	WASHINGTON TWP	BRASS CASTLE SCHOOL	41-5530-040	PK-06	17.7%	0%	18.2%